

# Inspection of Sunrise Nursery

Abingdon Road, Kingston Bagpuize, Abingdon, Oxfordshire OX13 5AR

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Inspection date: 26 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff create an extremely welcoming and nurturing environment. They greet children warmly on arrival, with big smiles and kind words. This sets the tone for the day. Throughout the day, children and staff look equally as happy to be there. This positive environment helps children feel very safe and secure.

Staff are good role models. They are polite and helpful to each other. Children learn well from their good example. They include each other in their play and help each other out, such as when tidying up or finding toys and resources to use. Children behave well for their age. They understand the routines of the nursery day and cooperate happily with these. This all adds to the calm, yet purposeful, atmosphere that is apparent across the nursery.

Staff plan and deliver an effective and well-considered curriculum that ensures that, over time, children gain a wide range of skills and knowledge. If extra support is needed for individual children this is put in place effectively and promptly. By the time children start school, they are more than ready for the move. This is because they have learnt to do lots of things for themselves, to hold thoughtful conversations, to make their needs known and to approach their learning with enthusiasm and confidence.

## **What does the early years setting do well and what does it need to do better?**

- Across the nursery, children are supported very well in their language development. Staff working with babies introduce single words and sounds. Toddlers learn to link words together. Older children learn to listen to each other and express their needs and opinions. All children have daily opportunities to listen to stories and join in with songs.
- Staff plan carefully how they will use activities to extend children's knowledge. For example, staff working with pre-school children use their interest in drawing to extend their imagination. Staff encourage children to talk about what they are drawing and skilfully encourage them to use words and mark-making to tell a story. This helps children understand how stories are structured and means they are developing useful skills before they start more formal story writing at school.
- Toddlers and pre-school-aged children take part in large-group activities. Sometimes these are well-planned and maintain children's attention effectively. However, sometimes they are too long or there are too many interruptions for all children to maintain focus and get the most learning from these times.
- Children approach their learning with a positive attitude. This is because staff make learning fun as well as suitably challenging. For example, children focus hard as they make badges to represent different 'people who help us', recalling what they have already been taught about this topic.

- Throughout the nursery, children show that they feel emotionally secure and trust the staff to take good care of them. Staff build these bonds through the care and attention they give to children. For example, staff working with toddlers sing to children as they change their nappies. They soothe them to sleep and greet them with gentle cuddles as they awake. Staff working with babies are especially adept at creating a home-from-home environment. Babies show they are extremely relaxed, content and feel very safe.
- Parents cannot speak highly enough of the nursery. They are full of praise for the staff and the kindness they show children and families. They know a lot about what their children are learning at nursery. This means they are able to build further on this learning at home.
- Leaders want the best for the children in their care. When they identify areas of practice to be improved, they work with drive and determination to support staff to make these improvements. For example, the deputy manager has supported staff to improve mealtimes, so that children develop positive attitudes towards trying new foods and enjoying social eating.
- Leaders create a happy and positive working environment. They offer staff opportunities to develop their skills, through training and professional development. However, they do not currently monitor staff practice closely enough to quickly identify any small inconsistencies in the quality of staff's interactions with children. This impacts on leaders' ability to offer personalised guidance to staff to fill any specific gaps in their skills or knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff undergo regular safeguarding training. Staff are able to describe the signs of potential abuse or neglect. They know what they would do with any such concerns to keep children safe. For example, staff know who to report concerns to in the nursery organisation and how to escalate concerns to outside agencies if needed. Leaders follow robust recruitment procedures and carry out suitability checks on all staff before they begin working with children. Leaders deploy staff effectively to ensure that adult-to-staff ratios are correctly maintained at all times.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- improve arrangements for large-group activities so they best meet the needs of the children taking part
- monitor staff practice more closely so that any inconsistencies can be swiftly and supportively addressed to build further on existing good practice.

## Setting details

<b>Unique reference number</b>	134848
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10295270
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	113
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Marriott, Frances Patricia
<b>Registered person unique reference number</b>	RP511929
<b>Telephone number</b>	01865 821892
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Sunrise Nursery registered in 2000 and is situated on the outskirts of Kingston Bagpuize, near Abingdon, Oxfordshire. The nursery is open from 7.30am to 6pm, Monday to Friday, throughout the year. It also provides after-school care for children who attend a local primary school. The provider employs 37 members of staff. Of these, 27 hold relevant qualifications between levels 2 and 5. The nursery offers funded early education to children aged two, three and four years.

## Information about this inspection

### Inspectors

Sarah Holley  
Amanda Perkin

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the deputy manager completed a learning walk together and discussed the early years curriculum.
- The deputy manager and the inspector carried out a joint observation.
- Parents shared their views and the inspector took these into account.
- The inspector held meetings with the deputy manager to find out about the leadership and management of the setting.
- The inspector looked at a sample of key documentation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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